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ABSTRACT

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the second grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The four lesson plans, which comprise more than half the document, introduce the students to new and different kinds of community workers. This phase of career awareness involves job skills related to the total community. The occupational areas emphasized include aircraft and agricultural occupations, clothing manufacture, and the construction industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

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LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Two

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

CE003738

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Resource Unit

for

Level Two

Career Awareness

Synopsis

The second phase of career awareness in childhood learning involves job skills and their relationship to the total community.

Through career awareness and understanding of self, the student will become aware of the importance of the community as it relates to world surroundings and of his importance as an individual in the world of work.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To acquire a knowledge of how important the airplane is in our everyday living.
2. To develop a positive working experience toward the understanding of clothing.
3. To acquire an intrinsic value of the agriculture movement through the practical application of farming methods.
4. To incorporate into career awareness a more in-depth understanding of a particular occupational task or product.

Teaching Strategies

1. Involving as many community helpers in planning stage of the program. Parent involvement should be of primary importance with community leaders being consulted frequently.
   A. Introduction as to what people are in their various roles.
   B. Interviews of various business leaders in the community.
   C. Classroom discussion which evolves around the learning experiences gained from the practical aspects of the interviews.
2. The students could make display boards of various businesses and industries in the community.
   A. Using themselves pictured in the various occupations.
   B. Discussion and follow-up study of the pictures.
3. The students can become involved in a project of greater magnitude of some type of business performed in the local community.
   A. Role playing as to the various costumes.
   B. Build or construct a local workable model of some industry in the community.
   C. This could be an outgrowth from classroom discussion research, or field trips to various businesses.
   D. Free thinking should be the key note in any endeavc the students would perform.

Note: Role playing in the various occupations will broaden a students concept as to responsibilities, duties, workable skills which can be obtained in performing the necessary job distributions. Job placement on the students in any project they may perform should be done by random sampling with every student in the classroom taking turns in all facets of the different occupations. Any occupation that is performed within the classroom should be followed-up by a general classroom discussion as to the why's and therefore's and reasons existing for doing such a thing.

4. Field trips should only be made if they are relevant to the community study or to the interests of the students as they are portrayed in general classroom discussion.
   A. Consultation should be made with other members of the staff so that repetition won't be made in any field trip that is planned.
   B. Any planned field trip should have the approval of the places visited prior to the visit.
   C. Always secure parental consent in writing before field trip is to be taken.
   D. These field trip consent forms should be filed in the office until after the field trip has been completed.
      1. Appropriate films, slides, and film strips should be explored before the actual field trip takes place.
         a. Pre-field trip
         b. Actual field trip

c. Classroom discussion at end of trip

d. Related activities

Note: Suggestive places to visit and awareness into the different occupations which would develop a positive attitude.

1. Bank
2. Furniture Store
3. Shoe Store or Shop
4. Dairy
5. Farm
6. Restaurant
7. Hardware Store
8. Drugstore
9. Garage
10. Dentist Office
11. Doctors Office
12. Lumber Plant
13. Variety Store
14. Filling Station
15. Fire Station
16. Post Office
17. Construction Site
18. Telephone Company
19. T.V. and Radio Repair Shop
20. Newspaper Office
21. Flower Shop
22. State Police Headquarters

5. This related activities in career awareness can be intergrated into other subjects. Career information should be correlated with the relationship shown between each subject and the choices of each occupation.

Correlation of Subjects Taught

Social studies texts, reading textbooks, stories, and related units can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used very effectively. The relationship of various occupations should be shown, as well as their relationships to existing curriculum components.

The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing related to occupational awareness. Math could include the relationship of the worker and math skills needed to perform various occupations in the world of work. Art can be pictorially related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

Evaluation

The second level of evaluation should be an on going learning experience for the students which continues to put feedbacks into the hands of the classroom teacher. This feedback should be used as a guidance aid in giving the teacher direction and impetus to change direction and or to chart new methods of learning.

There are many ways in which a classroom teacher can do an effective evaluation but perhaps at this level of student maturation. One of the best methods is to observe the students in their reaction with the other students as they progress from one learning activity to another. Student involvement in the learning experiences in another effective method in which a teacher can base a criteria for evaluation upon.

Role playing at this level is effective for evaluation due to the fact that the students in being creative about the different occupations and learning experiences in which the class has studied can project different imputs and meanings which were not mentioned in the learning activity.

An evaluation in which the students take part in should be valid in that the students know the meaning of it and the reasons why they are being evaluated.

Methods for evaluation are:

A. Oral question of individual students as to their environment into the different activities.

1. Their individual concepts of the various occupations within the community.
2. The intra-relationships shown in the different occupations.

B. Observation of People Involvement
   1. Anecdotal records would be a valuable asset in keeping pupil progress.

C. Pre and post tests

D. Attitude changes as they have developed over the school year.

E. Student Responsibilities
   1. Responsibilities students had when school started.
   2. Responsibilities students now perform at the closing of school.
   3. Occupations students observed at the first of the school term.
   4. Occupations that students now can observe.
   5. Pre and post testing.

General Information

Besides the suggestive resource unit information could be employed for level two, games, songs, stories, recordings, records, poems, film list, film strip listening, puzzles, letters-parents, employers, and whom they may visit on field trips, career book lists, tapes, file-as to simple problems and occupational information which was gained from the use of study.

APPENDICES

APPENDICES

I. Occupations To Be Correlated Into Level Two

II. Insights For Continuing Learning Experiences

III. Suggested Letter To Parents

IV. Field Trip

V. Resource Bibliography

VI. Teaching Units

Occupations to be Correlated Into Level Two

1. Attorney
2. Baker
3. Brakeman
4. Bricklayer
5. Bus Driver
6. Contractor
7. Carpenter
8. Cashier
9. Druggest
10. Checkers
11. City Manager
12. City Planner
13. Clergymen
14. File Clerks
15. Postal Clerks
16. Shipping Clerks
17. Receiving Clerks
18. Stock Clerks
19. Conductor
20. Machine Operator
21. Cook
22. Custodian
23. Dentist
24. Disk Jockey
25. Domestic Service
26. Taxicab Driver
27. Farmer
28. Firemen
29. Florists
30. Forester
31. Gardener
32. Grounds Keeper
33. Home Appliamce Servicemen
34. Nursing Aides
35. Orderlies
36. Bellhop
37. Telephone Installer
38. Repairmen
39. Insurance Agent
40. Lineman
41. Mail carriers
42. Cement masons
43. Meatcutters
44. Miner
45. Parole officer
46. Painters
47. Paperhangers
48. Pharmacists
49. Physicians
50. Pilot
51. Policemen
52. Radio-TV Servicemen
53. Salesman
54. Shoe Repairman
55. Teacher
56. Teller
57. Typists
58. Welder
59. Upholsterer
60. Telephone Operator

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Selected topics which family members may perform as is compiled by the students in relationship to the world of work.

1. tailor
2. waitress
3. teller
4. stenographer
5. stonemason
6. plumber
7. office clerk
8. metal worker
9. painter
10. pastor
11. policeman
12. routeman
13. salesperson
14. truck farmer
15. upholsterer
16. auto body repairman
17. auto mechanic
18. baker
19. butcher
20. cabinet maker
21. cashier
22. cook
23. dental personnel
24. hairdresser
25. electrician
26. dairyman
27. fireman
28. insurance salesman
29. manicurist
30. foreman

From the students list, a resource learning experience could be implemented in any of these areas.

Many of these topics could be correlated into many careers or occupations as it relates to students awareness of the many different occupations as related to the family in the environmental world of work.

SUGGESTED LETTER TO PARENTS

Dear Mr._____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?_____

_____

2. What are some of your duties?_____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

_____

_____

4. Would a field trip to your place of employment be beneficial at this grade level?_____

_____

5. Would you serve as a field trip aide when we take field trips?_____

6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

_____

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that they could not do and see in the classroom.

Some of the purposes of a field trip:

1. Having student develop an awareness of the many different workers in the community.
   a. home
   b. school
   c. neighborhood
   d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the inter-dependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
   a. Get idea of time involved
   b. Find out who the people are
   c. Find out the problems to be met
   d. Find out what background information students should have
3. Make plans for transportation
   a. What kind?
   b. Who will provide it?
   c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
   a. Stories
   b. Pictures
   c. Role playing
   d. Class discussion

2. Student committee should gather career information.
   a. Kind of workers
   b. Working conditions
   c. Training of workers
   d. Duties of workers
3. Safety precautions should be discussed
4. Behavior as guest should be made clear.

Post trip question should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

Resource Bibliography

Level Two

Career Awareness

Exemplary Project

Records

Miss America

The Happy Farmer, Golden Treasury of Children's Classics

Films

The American Farmer, Ford, (29 minutes).

The Farmer, Encyclopedia Britannica Films, (15 minutes).

One Day on the Farm, Coronet, (11 minutes).

Summer on the Farm, Encyclopedia Britannica Films (11 minutes)

The Truck Farmer, Encyclopedia Britannica Films (11 minutes).

Building a House, Encyclopedia Britannica Films (11 minutes).

New House, United World Inc., (11 minutes).

Children at Work, United World Film, (20 minutes).

New House----------Academy Films (11 minutes).

Building a House----------Eyegate Series (12 minutes).

Airport Passenger Flight-----Academy Film (15 minutes).

Airport Series----------Academy Film (15 minutes).

Food from Seeds to Plants----Imperial Film (11 minutes).

Filmstrips

My Mother Works At Home------Imperial Films

How We Get Our Clothing------SVE 2045

Briefs

Families At Work----------SRA

What Could I Be----------SRA

Neighbors at Work----------SRA

Our Working World----------SRA

Come Work With Us----------Sextant Series

Grove-Tex School Kit No. 100=Money

Urban Living Poster Cards

Ecology Poster Cards

Carpenters Kit of Robust Tools

Tom Thumb Cash Register

Judy Series--Community Helpers

Judy Series--Judy's Friends

Judy Series--Play Trays with Card Set

Hazelle's Finger Puppets

Books

Stuart, Murrie, Airplanes at the Airport

McCall, Edith, How Airplanes Help Us

Green, Clara, I Want To Be Books, Children's Press.

Scott, Foresman, More Friends Old and New

Scott, Foresman, Fun With Our Friends

Sextant Series, Come To Work with Us

Burns, A World Full of Homes

Time for Poetry: A Teacher's Anthology, May Hill Arbuthot Editor, Scott, Foresman Company. 1959.

Comfort, Isis T., Let's Grow Things, Rand McNally and Company, 1957.

Lubell, Winifred and Cecil., Green Is For Growing, Rand McNally and Company, 1964

Selsam, Millicient E., The Plants We Eat, William Monrow & Company, New York, 1955

Webber, Irma., Up Above and Down Below, William R. Scott, Inc. New York, 1953.

Watson, Aldren A., My Garden Grows, Viking Press, New York, 1962

Webber, Irma., Travellers All, William R. Scott, Inc., New York, 1954.

Webber, Irma, Bits That Grow, William R. Scott, Inc., New York, 1959

Meshover, Leonard, You Visit A Sugar Refinery and Fruit Cannery, Benefit Press, Chicago, 1966.

Sorensen, Virginia E., Miracles on Maple Hill, Harcourt Brace and World, 1956.

Stevens, Leonard A., The Trucks that Haul By Night, Thomas Y. Crowell, New York, 1966.

Weiss, Edna S., Sally Saucer, Houghton Mifflin Company, 1965.

Yates, Elizabeth, A Place for Peter, Coward-McCann, New York 1952

Carter, The True Book of Homes, Doubleday Publishing Co.

Burns, A World Full of Homes, Doubleday Publishing Co.

Jacobson, W., Lanby, C., Konicih, R. Looking Into Science, American Book Company, 1968.

Navana, J., and Zafforoni, J. Today's Basic Science, Harper and Row, 1965.

Music

Music Through The Year, Wolff, et al., At the Airport, American Book Company

Music for the Very Young, In A Supersonic Jet., American Book Company.

Making Your Own Music., Silver Burdett Company, Morristown, New Jersey, pp. 90, 110.

Transparencies

Let's Grow Things, Rand McNally and Company.

Plants and Animals Transparency-Duplicating Book., Millihen Publishing Company, St. Louis, Missouri, 1967.

Reference Materials

Encyclopedia of Careers and Vocational Guidance

Occupational Information in Elementary Schools

The Child's World, Vol. 3. "Plants and Animals Ways" Child's World Inc., 1959.

World Book Encyclopedia, Vol. G., Field Enterprises Educational Corporation.

Dictionary of Occupational Titles

TEACHING UNITS

I. Away We Go

II. What Is A Farmer's Market

III. Clothes of Today

IV. Our Home

These lesson plans are a guide for the classroom teacher as to what possible activities may take palce during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Two

AWAY WE GO

Lincoln County Board of Education
Hamlin, West Virginia

Level Two

Title: Away We Go

Behavioral Objective: To acquire a knowledge of how important the airplane is in our everyday living.

Procedures	Student Activity	Notes & Resources
Read books about air transportation and airplanes. (Brief history of early flight	Student discussion on what has been read. Name brief discussion about mans attempts to fly, from balloons to dirigibles to airplanes.	Books: Airplanes At The Airport Stuart, Merrie Lets Go To The Airport Sootir, Laura, 1959 How Airplanes Help Us McCall, Edith
Show Films and Filmstrips	Students trace famous flights on globe.	Films: Airport-Passenger Flight Academy Film Airport Series Academy Film
Contrast present day planes with the ones 20 years ago.	Make model of different airplanes.	Materials needed: 1. glue 2. pins 3. sticks 4. string 5. scissors 6. etc.

(cont.)

Role playing of different jobs that would be involved in working around a airport.	Student will role play using the following occupations: 1. ticket sellers 2. travel agent 3. information workers 4. pilot 5. stewardness 6. mechanic 7. baggage handler 8. cook 9. weatherman 10. radio operator 11. clean up people 12. tower operator 13. many more	Student should role play. A plane trip to some city in the United States involving the different occupations that would require them to start on the trip.
Have student bring in a model plane.	Let students tell how this model plane works.	
Resource Person e.g. 1. pilot 2. airport manager 3. airforce person	Prepare questions to ask the resource person e.g. Explain how an airplane is flown, landings, and takeoffs.	Question to ask: e.g. 1. education required 2. duties 3. inside work 4. safety factors for pilots

(cont.)

		5. control towers 6. safety lanes 7. proper weather forecasting.
Dramatic play.	Student have play on control tower to pilot.	
Committee work. Student can inquire and report on how pilots are trained.	Boys will be interested in the different types of planes used in the airforce.	Draw picture of different military planes pointing out main characteristic of the different types of planes.
Make a list of terms used in air travel and airplanes activities.		Can later be added to by other modes of travel.
Divide students into groups (2-3) people.	Make scrapebook showing different types of planes, job description and other pertinent information they would	Later can be added to by other modes of transportation.

	know about visiting an airport.	paris or salt and flour or clay mixture involving every child.
General discussion.	Student tell what jobs they would like to perform and why?	
Who am I game.	Student will role play different jobs that they saw at the airport and other students will try to guess who they are.	Rainy day activity or any free time period.
Safety rules.	Student name safety rules that they think would be helpful at the airport.	Teacher list these on chalkboard correlate with penmanship by letting students copy from the board.
Write imaginary trip through space or as a pilot of an airplane.	Start a theme or story on a trip that they would take. Should have the following: starting time	Correlate with English.

(cont.)

Ask student how airplane effects the interdependence of people in the community, State, Nation, World.	1. buying of ticket 2. people involved 3. what they saw 4. return trip 5. length of trip	Resources Film and filmstrip Airport-Passenger Flight 17 minutes Academy Film Airport Series (1953) 40-50 frames Academy Films Books Airplane At The Airport Sturat, Merrie Let's Go To An Airport Sootin, Laura 1959 How Airplanes Help Us McCall, Edith I Want To Be A Pilot Green, Clara Childrens Press Free and inexpensive materials: Cressna Aircraft Co. Air Age Ed. Division P.O. Box 1521 Wichita, Kansas 57201

(cont.)

United Airlines
School & College
Services
P. O. Box 66141
Chicago, Ill. 60666

Music

Music through the year
Wolf, et al., At The
Airport, American
Book Company

Music for the very
young, In a Super-
sonic Jet, American
Book Company

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Two

WHAT IS A FARMERS' MARKET?

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: What Is A Farmer' Market?

Behavioral Objective: To acquire an intrinsic value of the agriculture movement through the practical application of farming methods.

Procedures	Student Activiey	Notes & Resources
A. Setting up the market B. Watching a family at work C. Buying and selling D. Advantages of the Farmers' Market 1. Freshness of product 2. Bargain prices E. Gathering and marketing product, a family enterprise F. The Farmers' Market, a social event		

(cont.)

Discussion of plants 1. What are plants? 2. Where do we see them? 3. Are they benificial to us? 4. Name some plants.	Students bring in pictures of plants to make a mural or bulletin board. Student make fact charts. experience charts.	The Farmer Encyclopedia Britannica Film 15
Read book on plants to children.		Comfort, Iris Let's Grow Things Rand McNally & Co. 1957 Overhead projects with transparencies or plants can be used follow-up by stencil work.
Ask farmer to visit classroom and talk to students about farming.	Encourage students to ask questions about different occupations he performs and the methods he uses in growing things.	Teacher should ask the farmer to talk about soil, and caring for the plants.

(cont.)

Class discussion of farmers talk	Students talk about the classroom visit.	Write the occupations the farmer mentioned e.g. mechanic weatherman machine operator veterinarian
Speculate about the kinds of farming that could be done in West Virginia and about student's actual knowledge concerning local farming.	Students response	These could be listed on bulletin board. e.g. tobacco truck farm dairy
Discussion of seeds.	Students bring in different types of seed	Packages of seeds should be available for children to see. In small labeled dishes should be samples of each kind of seed in packages. They should be able to touch and smell freely.

(cont.)

		Also bulbs should be there so can see different ways plants grow.
The idea of having their own garden should be presented. Instructions of how to make one comes next. Soil needs to be rich. Needs sun and water. Getting help to turn soil.	Measuring off, making furrows. Planting seeds Covering seeds.	Before actually doing. show film Food from Seeds to Plants, about planting of a garden.
Discussion of film.	General discussion of film.	In the discussion of film be sure to point out the different types of occupations.

(cont.)

Students list foods.	After students have worked on this for about five minutes, ask "How many foods grow on farms in West Virginia?" (This would show up in the last column). Many will say "I don't know."	A list should be put on a chalkboard. Correlate with English.
Students start classroom garden	Students may do a small plot around school ground. e.g. plant flowers around building or may use boxes of dirt and plant different items within the classroom. It might be good idea to do both--beautification of school grounds.	If class is large may need groups: a. measurers b. dirt diggers and soil turners c. everyone plants seeds d. cover up seeds group The class goes to area of the garden after learning that a yard stick is three feet. The size should be set maybe 9' X 6'. The measurers use yard sticks to mark off. Can put rocks at corners. Put stakes in corner and

(cont.)

		Some older boys may have to turn the soil but after it is done the second graders can do it over. Learn to use hoe, shovel, fork already discussed.
Economics of farming.	Students discuss economics of farming.	Sample list of economic factors. Basic elements of economics (as related to a farm) a. Natural resources (soil, climate, plants) b. Capital investment: (land, building, machinery, money) c. Labor (skilled and unskilled) d. Technology: (inventions and discoveries or research)
	From here the occupations of a farm can be	

(cont.)

	brought up and studied as their own garden grows. Start off comparing how the farmer prepared his land. a. larger area b. specializes in one product c. machinery used d. farm help 1. planters 2. airplane crop dusters 3. pickers	
Students write story.	Write a short story illustrating the money cycle idea. (Example: teacher buys tomatoes; pays farmer; farmer puts money in bank; writes check to pay doctor bill, payment on car, buy seed, fertilizer, and gasoline; doctor pays secretary; secretary pays taxes; part of taxes pays the teacher's salary)	This could be correlated with English.

(cont.)

Map work	Using large maps students could illustrate the framing belts in the U.S.A.	Correlate with social studies. Geography textbooks and data maps that show the farm belts in the United States, and in the world.
Role playing in five groups.	Role playing by students. 1. <u>Family Conference,</u> deciding: a. whether to buy a potato digging machine or to hire more workers. b. whether to put the extra $200 they earned from a good crop of tomatoes into the savings account for college for children, or to take the whole family on a vacation for a week. c. whether the children should be paid wages for their work by the hour, or whether they should have a cetain part of the money earned for selling farm produce. (or maybe not receive any payment at all. and just get a regular allowance,) 2. a. son wants to buy a family car/father thinks they need a new pick-up truck.	

(cont.)

b. father wants his son to stay on the farm and help with the farming business; son wants to get a job for wages at the steel mill.

3. Mother and daughter at the market selling produce:

a. customer argues about the high price of the tomatoes

b. customer complains that last week the spinach he bought had too much sand and dirt in it.

c. customer wants to know why he can't get nice strawberries like the ones he got last month

d. famer explains why he doesn't have the five bushels of tomatoes this week that he promised the customer he would have several weeks ago. (different students might think of different reasons)

4. Two lady customers explain why they like to trade at the Farmers Market.

5. Family conference:

a. to decide what to plant during the next growing season

(cont.)

	b. the teen-age daughter wants to go on a four day trip with her classmates at school, but it is during the squash picking season and it is her job to sort, wash and pack the squash.	Teachers tell each group the basic ideas and let them work out their own dialogue. This would encourage creativity.
Class discussion	Class discussion of each role playing activity bringing out occupations and careers	These should be listed on the chalkboard so students can write them down.
Wall mural	Students make wall mural showing different types of foods.	Correlate with art, health, and science class. Occupations could be: 1. farmer 2. packer 3. sorter 4. merchant 5. dietician
Students make scrapbook of farming in West Virginia.	This could be done in group projects using magazine pictures.	Make illustrated scrapbook. working in groups. (some research will probably be necessary) Should include the following:

(con't.)

		1. Kinds of work on a West Virginia farm. 2. Seasonal activities on a farm 3. Fun things to be done on a farm. 4. Farming around the world. 5. Unusual kinds of farming.
Class discussion	Things I would like to have.	Discussion should include the following: "Why can't everyone have all the things he wants?" "What is the different in WANTS AND NEEDS?" Economics is the study of the ways in which man uses the limited resources of the earth to get the things he needs and wants. It involves producing the things. distributing them fairly so that everyone has a share

(cont.)

Prepare food charts.	Using magazine pictures students by working in groups could plan menu for one week.	Correlate with science and health. Farm Vocabulary 1. cultivate 2. plowing 3. chores 4. drought 5. fertilize 6. harvest 7. growing season 8. irrigation 9. frost 10. insecticide 11. hail 12. farm hand 13. mowing 14. thrashing 15. canning 16. freezing 17. picking 18. selling 19. hoeing 20. sowing 21. etc. Occupations that can be incorporated into the unit. 1. farming 2. selling 3. repairman 4. technical engineer 5. grocer man 6. machine operator 7. soil conservationalist 8. soil analyst 9. county agricultural agent

(cont.)

10. horticulturist
11. nursemen
12. park manager
13. park ranger
14. poultry man
15. rancher
16. dairyman
17. farm realtor
18. feed dealer
19. forester
20. grower
21. packer
22. sorter
23. assembly man
24. manufacturers of farm tools
25. biologist
26. agronomist
27. herdsman
28. landscaper
29. livestock breeder
30. veterinarian
31. vegetable grower
32. etc.

Resource Materials

Looking into Science
W. Jacobson, C. Lanby, R. Konicih.
American Book Company, 1968 New York.

The Child's World
Vol. 3, "Plant and Animals Ways" Child's World Inc., Chicago, 1959.

The Indoor and Outdoor Grow-It Book.
Comm, Sinclair, Baker Random House, New York, 1966

Today's Basic Science
J. Navana and J. Zafforoni, Harper and Row, Publishers, New York, 1965

(cont.)

World Book
Vol. 8, "G". Field Enterprises Educational Corp., Chicago 1966

Plants and Animals Transparency-Duplicating Book
Millihen Publishing Company, St. Louis, 1967

Making Music Your Own
Silver Burdett Company, Morristown, New Jersey, p. 90, 11

1. Articles in encyclopedias on: farming, economics, West Virginia: farmi food, history

2. Neighbors at Worl Our Working World Series, Lawrence Senesh, Perdue: Scie Research Associates, 1965, pp. 53067 (easy reading)

3. The Changing New World: North and South America, Silver Burdett Co., 1964, p. 291 (grades 5 & 6)

Literature

1. Poem, "Counters," p. 292 Beyond the Horizons, Indianapolis: Bobbs-Merril 1962. (grade 6)

2. Poems from Time for Poetry: A Teacher's Anthology May Hill Arbuthot,

(cont.)

Editor, Chicago: Scott, Foresman, Co., 1959.
"Father," by Frances Frost, p. 17
"Rudolph is Tired of the City" by Gwendolyn Brooks, p. 181.
"Country Trucks" by Monica Shannon, p. 180.
"Vegetables" by Eleanor Farjeon, p. 152
452

3. Sorensen, Virginia E., Miracles on Maple Hill, Harcourt, 1956. (Life on a Pennsylvania Farm)

4. Stevens, Leonard A., The Trucks that Hau By Night, New York: Thomas Y. Crowell, 1966

5. Weiss, Edna S. Sally Saucer, Houghton, 1956

6. Yates, Elizabeth, A Place For Peter, Coward-McCann, 1952

Films

1. The American Farmer
Sponsor: Ford, (29 minutes)

2. The Farmer, Encyclopedia Britannica Films (15 minutes)

3. One Day On The Farm
Coronet, (11 minutes)

4. Summer on the Farm

(cont.)

Encyclopedia Britannica Films (11 minutes)

5. The Truck Farmer, Encyclopedia Britannica Films (11 minutes)

Music

"The Happy Farmer," Golden Treasury of Children's Classics (recording)

Songs o sing from Music in Our Country, Silver Burdett Co.,

"The Farmer" p. 181
"Harvest Hymn" p. 204
"Rain Music" p. 201
"America, the Beautiful" p. 1
"The Promised Land" p. 110
"My Corn Seeds" p. 73

Books for Children To Look At

Let's Grow Things Isis T. Comfort, Rand McNally and Company, Chicago, 1957.

Green is for Growing. Winifred and Cecil Lubell, Rand McNally and Company, Chicago, 1964.

The Plants We Eat. Millicient E. Selsam, William Monrow & Company, New York, 1955.

(cont.)

Up Above and Down Below
Irma Webber, William R. Scott, Inc., 1953

My Garden Grows.
Aldren A. Watson, Viking Press, New York, 1954

Bits That Grow.
Irma Webber, William R. Scott, Inc., 1954

You Visit A Sugar Refinery and Fruit Cannery. Leonard Meshover, Benefit Press, Chicago, 1966

I Want To Be A Farmer.
Carla Greene, Children's Press, 1960

Filmstrips

Vegetables---Coronet
Grains--------Coronet
Fruit---------Coronet
Dairy Products-Coronet
Meat and Poultry-------Coronet
Fish and Seafood-------Coronet
The Major Kinds--------Coronet
Their Uses---Coronet
Roots and Stems--------Coronet
How they Sprout and Grow----------Coronet
Our Soil------Coronet
Farming and Ranching---Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Two

CLOTHES OF TODAY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Clothes of Today

Behavioral Objective: To develop a positive working experience toward the understanding of clothing.

Procedures	Student Activity	Notes & Resources
Clothing is important to us.		
Class discussion.	Discussion as to why clothing is important to us.	
Name different types of clothing.	Students name different types of clothing.	This would show familiarity with the unit. Could name: 1. shirt 2. dress 3. pants 4. skirt 5. blouse 6. overalls 7. bermudas 8. coat 9. raincoat 10. etc.
Ask local clothing merchant to visit the class	Plan time for class discussion after the presentation of the local merchant.	Ask the merchant to discuss such items as preseason buying, correct measuremont and

(cont.)

Class discussion	Class discussion of the visitation.	This could be correlated with reading and English.
Plan field trip to clothing store.	Plan field trip to local clothing store.	Students should observe the different types of clothing.
Discuss the field trip.	Students discuss the field trip.	Correlate the class discussion with the different types of occupations that were observed. 1. Saleslady 2. Salesman 3. Stockboy 4. Floormanager 5. Manager 6. Pricer 7. Payroll clerk 8. Bookkeeper 9. Invoice clerk 10. Auditor 11. Accountant 12. Janitor 13. etc.
Write thank you letter.	Students write thank you letter to the place in which they visited.	Correlate this with English and penmanship. Stress the fact that it is con-

(cont.)

		to write such letters after a visitation. Correlate this with such occupations as secretary and others.
Students compile scrapbook of clothing.	From old magazines students can collect pictures of clothing and make a scrapbook. Under each picture label the occupation that would seem to fit the situation.	This could be divided into several sections such as: 1. climatic clothes 2. play clothes 3. dress clothes 4. clothes of other lands 5. etc.
Bulletin board	Students can prepare the bulletin board using different pictures. This could include work clothes, casual clothes, and dress clothes.	Correlate this with art. Occupations that could be stressed are: 1. artist 2. designer 3. decorator 4. etc.
Seasonal collection.	Students do a mural of seasonal clothing	Old catalogues would be an excellent source of

(cont.)

		information for seasonal clothes. Seasons are: 1. Winter 2. Spring 3. Summer 4. Fall
Clothing collection	Students could bring old dolls to class and dress them for various roles.	This could be correlated with math class. e.g. purchasing material. cost of material, measuring material. cutting material. Occupations should be stressed are many. a selected few are: 1. cost accountant 2. cost analysts 3. staticitian 4. mathematician 5. designer 6. cutter 7. etc.
Making clothes	Students could use the simple sewing machine to sew the clothes together.	Correlate with social studies and home economics. Occupations could be:

(cont.)

		1. homemaker 2. seamstress 3. designer 4. etc.
Play style show	Students plan style show of their clothing	This could be correlated with all subject matter classes. 1. plan program 2. write up programs 3. seating chart 4. timing element 5. lighting 6. musical
As show progresses	Students tell or describe each outfit.	Correlate this with English. As the students do this they could be accompanied by the record of Miss America.
Style show	The students could plan a style show of the different occupations.	By using simple costumes and props the students can plan a style show using themselves as models.

(cont.)

Writing dialogue	Students write dialogue to accompany the style show.	In this activity the students could describe the clothin as to reasons for occupational wear. Occupations could be many, selected few are: 1. cowboy 2. nurse 3. policeman 4. fireman 5. doctor 6. sailor 7. astronaut 8. plumber 9. mailman 10. carpenter 11. etc. Resources Filmstrips: SVE 2045 How We Get Our Clothing Books: Green, Clara I Want To Be Book Filmstrip: My Mother Works At Home Imperial Films More Friends Old and New Scott Foresman How Susan Remembered

Fun With Our Friends
Scott Foresman
Two Funny Girls
Here We Go

SRA
Our Working World
Families at Work

Filmstrips

Your Clothes--Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Two

OUR HOME

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Our Home

Behavioral Objective: To incorporate into career awareness a more in-depth understanding of a particular occupational task or product.

Procedures	Student Activity	Notes & Resources
Read and discuss the book "Come to Work With Us in House Construction." Show film or filmstrip pertaining to building.	Students begin to look for and bring to class, book, pictures, and articles that relate to the unit to make the following: 1. Murals 2. Posters 3. Bulletin boards 4. Other activities 5. Basic materials used in home building.	Books: Come To Work With Us Sextant Series Wilkerson 1970
Field trip to a sawmill or have a resource person come in to tell about his experience.	Interview the resource person as the purpose of his job and what he does e.g. 1. What happens to the logs when they reach the sawmill. 2. What happens to the sawdust. 3. How plywood's made.	Resource Questionnaire pertaining to an interview. Pass out handout pertaining to the sawmill industries.

(cont.)

	4. What makes plywood strong.	
Obtain a piece of plywood for the children to examine. e.g. number of layers direction of grain in top layer.		
Explain that the plywood is described by its layers.	New words: foreman plywood beams glued kilns	
Exhibit of different kinds of wood	Make an exhibit of different kinds of wood Label each piece. e.g. Name of tree, several things for which wood can be used	Local Lumber Yard or children's fathers who do woodwork. Could bring in different samples of wood which could be correlated with

(cont.)

		science. e.g. hardwood softwood pulpwood
Collect sample of materials, and tools used in building. Make list using overhead project chalkboard.	Student can name different tools and materials used in building. List should be kept by students for future references.	Materials: Overhead projector Transparency
Have students collect floor plans from newspaper and magazines.	Students should bring in floor plans that they have collected. These could be shown to the class and they pick the one that they wish to build according to a scale model.	Correlate this with math classes. e.g. floor plans square feet linear feet plumbing specifications heating specifications footers cost per sq. foot

(cont.)

Discussion of blueprints	Class discussion of the different blueprints as they are explained in class.	Scale model of blueprint could compare with maps. Correlate this with social studies.
Master blueprint	Students submit blueprints in which a master blueprint is selected as a model guide for this related activity.	Correlate this with math class
Read to the class exerpts from all of Burn's A World Full Of Homes	Class discussion by students	Books: A World Full of Homes Burnes, Doubleday Publishing Company. The True Book of Homes Carter, Doubleday Publishing Company.
Plan field trip	Students plan field trip to construction sites within the community.	If several building projects are being done in the local community and time permits, visit more than one so that the students horizons,

(cont.)

		will be broadened.
Visit a construction site or open house. Have a resource person in that is connected with the construction of a home.	After field trip student should write themes and list all related occupations. Student should interview: Architects Carpenters Cement mason Contractors Electrician Painter	Interview should consist of the following: 1. job description 2. salary 3. hours 4. skill or unskilled 5. education 6. inside work 7. outside work
Tools used in building	Naming of tools used in the building of the model house	
Bulletin board display	Students make bulletin boards showing different tools that would be used in the construction industry.	

(cont.)

Occupation of tool used in the construction industry.	Students name or list the different occupations that are involved in making of the model as it relates to the different types of tools being used. Students should keep this list for future references.	Students should differentiate the types of workers involved according to skilled and unskilled workers.
Students doing group work according to the many varied and different occupations within construction industry.	Divide class into different occupations that would involve the building of a house. Let student make a model using the previous floor plan and other information. e.g. 1. family buying 2. real estate-broker 3. property owner 4. architect 5. building contract 6. banker (loan) 7. suveyor (lot) 8. foreman to supervisor construction 9. carpenters 10. landscaping 11. abstract of property 12. deed of property 13. etc.	Doing research of different occupations Dictionary of Occupational Titles

Job Description	Students should be able to prepare a job description for each different occupation as it relates to their roles within the occupation.	This activity should be correlated with English class.
Role playing by students.	Role playing by the students involving every aspect of building such as, buying of property, talking to the architect, and etc. Selecting of contracting sites and building materials.	
Build model		Intergrating of different subjects. Math could be used in measuring and figuring of materials percent of profit, hourly wages.

(cont.)

Social Studies

Where does the wood come from; who brings in the material to use

English

Writing of letters to companies. Write themes telling about building of the model.

Science

Weather to tell what type of house to build.

Science

Demonstrate why green lumber is not used in building.
e.g. wet and then dry a paper box.
Explain that just as the paper wrinkled, wood with too much water in it will warp also when it dries.

(cont.)

Completion of the model	The model house could be completed and shown at open house or P.T.A.	
Correlation of activities	Students should be able to discuss each activity that they performed while building the model as it relates to the many different occupations.	

Vocabulary

1. doors
2. forms
3. frame
4. glass
5. hammer
6. furnace
7. drains
8. concrete
9. crews
10. crane
11. carpet
12. brick
13. basement
14. sheeting
15. materials
16. mortar
17. plaster
18. plumbing
19. shingles
20. sod
21. site
22. tile
23. level
24. plane
25. trowel
26. underpinning

(cont.)

27. insulating
28. insulation
29. switchers
30. etc.

Resources

New House

Where it comes from
11 minutes-tells where
concrete, lumber,
bricks, glass and
pyres come from.
Show carpenters,
bricklayers, plumbers,
and electricians at wo
(cer)

U. S. Dept. of
Labor
United Brotherhood
of Carpenters
Associated General
Contractors of
U. S. America
State Employment
Service
Occupational Outlook
Handbook
Encyclopedia of
Careers and
Vocational Guidance
Vol. I. II Garden
City-Doubleday
1957
What Could I Be
Lifton, Walter M.
S. R. A.
Occupational In-
formation in
Elementary School
Chicago S. R. A.
1963

Occupational Briefs
#23 S. R. A.
World Book Encyclopedi
Field Enterprise
I Want To Be
Children's Press
Come to Work With Us
Sextant Series

(cont.)

Carpenters Largo
Hardia Careers
1958

Films

Building a House
Encyclopedia Britannica Film (11 minutes)

Children at Work
United World Film
(20 minutes)

New House, United Films Inc., (11 minutes)

Filmstrips

The Different Kinds--
Coronet

Their Products-------
Coronet